

SOUTH DAKOTA DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM

Lyman County School District Continuous Improvement Monitoring Process Report 2006-2007

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This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Assistance	The district/agency consistently does not meet this requirement and is out of compliance.
Needs Intervention	The district/agency consistently does not meet this requirement and is out of compliance.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

- State Data Tables A, D, and C
- Public School Information

- Home School Information
- Screenings
- Comprehensive Plan
- Teacher Assistance Team
- Teacher Surveys
- Parent Surveys
- Private School Information
- Personnel Training
- Professional Development Policy
- File Review

Meets Requirements

The steering committee found that the Lyman school district meets requirement in Principle 1 based on the fact that the district has an established and effectively implemented ongoing child find system, and an active TAT team. They also have administrators who analyze test data and inform the staff of the results, a district plan that assures FAPE is available to all students with disabilities who are suspended or expelled, and fully licensed or certified personnel.

Needs Improvement:

Based on parent and teacher surveys, the steering committee felt that the district is not providing an adequate amount of personnel or parent development training.

Validation Results

Promising Practice

During interviews with high school staff and administration, it was discovered that the Lyman County High School has a paraprofessional who, on a daily basis, goes into the Study Hall class and works with any students who are behind in their school work. These students are given the assistance they need to complete assignments and comprehend needed skills for future lessons. This has allowed the district to experience a drop in referrals for Special Education services, as well as an increase in the number of students who are passing classes. This intervention is considered to be a promising practice by the review team.

Meets Requirements

The review team agrees with the steering committee in all areas that they found to meet requirements. Through interview with staff they ascertained that the district uses a yearly needs assessment for trainings and follows through with the information gathered from staff. Parents are invited to attend workshops via an announcement placed in the local paper. Therefore, the review team finds this area to also meet requirements.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in

principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- State Data Table I
- Comprehensive Plan
- Parent Surveys
- File Review

Meets Requirements

The steering committee agreed that the district provides FAPE to all eligible children with disabilities. There are no private schools in the district. The district policies are revised to meet any new or revised policies/procedures regarding the development of IEPs or uses of behavioral interventions and procedural safeguards. The district has established a district plan that assures FAPE is available to students with disabilities who are suspended or expelled.

Validation Results

Meets Requirements

The review team concurs with the steering committee that Principle 2 meets requirements.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- State Data Table A
- File Review
- Teacher Surveys
- Parent Surveys
- Comprehensive Plan
- Personnel Training
- PT/OT Evaluations
- Braille Services
- School Psychologist Services
- Due Process Information

Meets Requirements

Based on file reviews and parent surveys, the steering committee found that the district provides appropriate written notice and obtains informed consent before assessments are administered to a child as part of an evaluation or reevaluation. File review results, TAT meetings, and MDT reports, all indicate that proper identification of students with disabilities is ensured. The district ensures all students are reevaluated to determine continued eligibility.

Needs Improvement:

All initial evaluations need to be completed within 25 school days. The methods of functional assessments that are currently being used need to be improved.

Validation Results

Meets Requirements

The review team agrees with the steering committee that Lyman school district provides appropriate written notice and obtains informed consent before assessments are administered to a child as part of an evaluation or reevaluation.

Needs Assistance

ARSD 24:05:25:04. Evaluation procedures.

School districts shall ensure, at a minimum, that evaluation procedures include the following: A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents ...The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified;

The review team found that while Lyman school district provides written notice and obtains consent before assessments are administered to a child as part of an evaluation or reevaluation, that the district may not always evaluate students in all areas of disability.

ARSD 24:05:30:05. Content of notice.

The notice must include the following: A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal

In two of the files reviewed, tests were administered that were not on the form for permission to evaluate; there was no notice given to parents about the change and therefore no permission to administer the test on the permission to evaluate. The review team agrees that the Lyman school district needs assistance in the area of evaluation procedures and content of notice.

Needs Intervention

ARSD 24:05:24.01:09. Developmental delay defined.

A student three, four, or five years old may be identified as a student with a disability if the student has one of the major disabilities listed in § 24:05:24.01:01 or if the student experiences a severe delay in development.

Through file reviews the team noted that two students continued to be classified under the category of 570 even though they were six years old and no longer fit the definition of Developmental Delay.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

- Data sources used:
- State Data Table L and M
- Parent Surveys
- Parental Rights Document
- Consent Form
- Prior Notice Form
- Comprehensive Plan
- Access Logs
- FERPA

Meets Requirements

The steering committee, based on file reviews, found that parental consent was obtained in the native language of the parent. Lyman has a list of surrogate parents on file. They also agree that parents have an opportunity to review their child's educational records and are provided a copy of the IEP. Confidentiality is adhered to and policies and procedures in place for responding to complaints, and/or to requests for due process hearings.

Needs Improvement

Based on file reviews and parent surveys, all parents were not informed of their parental rights.

Only 80% of the parents surveyed indicated information was in their native language. In 2 files reviewed, parents were not given the parental rights brochure.

Validation Results**Meets Requirements**

The review team finds that Lyman County school district meets requirements in all areas of Principle 4. A review of current files showed that all parents had initialed that they had received their parent rights brochure on an annual basis.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

- Data sources used:
- State Data Table K, Part C
- File Review
- Parent Surveys
- Student Surveys
- Teacher Surveys
- Prior Notice Form
- Access Logs
- State Assessments
- District Assessments

Meets Requirements

When the steering committee addressed the requirements for Principle 5 they found that Lyman school district uses a prior notice form that includes all required content, IEP teams have appropriate membership that meets all identified responsibilities, IEPs are reviewed annually and are held within timelines, and by the time a student is 16, the district begins appropriate transition planning for individual students. The district has policies and procedures in place to ensure an appropriate IEP is developed and in effect for each eligible student.

Needs improvement

The district needs to improve the process for reporting progress to parents. Functional assessment information needs to include more specific skills.

Validation Results

Meets Requirements

The review team agrees with the steering committee that Lyman school district uses a prior notice form that includes all required content and the IEP teams have appropriate membership that meets all identified responsibilities. By the time a student is 16, the district begins appropriate transition planning for individual students and agency representatives are included in this process. Current files that were reviewed had skill specific functional assessment and documentation that progress is reported to parents.

Needs Intervention

ARSD 24:05:27:08. Yearly review and revision of individual educational programs.

Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The review shall be conducted to determine whether the annual goals for the student are being achieved. The individualized education program shall be revised, as appropriate, to address: any lack of expected progress toward the annual goals and in general curriculum; the results of any reevaluation conducted; information about the student provided to, or by, the parents; the student's anticipated needs; or other matters.

Three files (students 13, 14, and 15) did not include documentation of an annual IEP meeting; rather an addendum to the previous IEP was completed with the following statements: *The team agreed that is making progress on goals but has not yet met the goals we had written, we agree that we will continue to work on these goals.*

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- State Data Table E, F, and J
- File Review
- Student Surveys
- Teacher Survey
- Personnel Training
- Comprehensive Plan

Meets Requirements

The majority of students with disabilities are in the classroom with modifications. Educators have input into the IEP development. They also adapt and modify the curriculum to the needs of the student.

Validation Results

Meets Requirements

The review team concurs with the steering committee that Lyman school district meets requirements in the area of least restrictive environment.